PREFACE

The 9th Annual Convention of the Japanese Association of Educational Psychology was held at Hokkaido University of Education on August 19-21, 1967.

Two hundred and eighty-five regular members, sixty-eight temporary members, thirty-eight student members, and about fifty special invitees participated in the Convention. One hundred and eighty studies were presented by regular members in six divisions. A bulletin containing the summaries of those studies was distributed to each member beforehand.

Two symposia under the titles of “Reflections Postwar Educational Psychology in Japan” and “Psychologies of Thinking and Teaching—learning Process” were conducted. Professor Mantaro Kido and Professor Sukezo Nakano presided over each one of these discussions. Their summaries are found in this volume.

The proposed project “Changes in the Rural Community and Personality Development of Rural School Children” was presented by five staff of the Psychology Faculty of Hokkaido University of Education and one member of the Hokkaido Institute of Education. Professor Hajime Kondo presided over the discussion. A summary of the proposed project is also found in this volume.

PROPOSED STUDY

CHANGES IN THE RURAL COMMUNITY AND PERSONALITY DEVELOPMENT OF RURAL SCHOOL CHILDREN

Faculty of Educational Psychology, Hokkaido University of Education

PROBLEM AND METHOD:

The present study is based upon our reflections of the research in this field which we have conducted for the past 15 years. In our past research, on the one hand we placed emphasis on cross-sectional studies in the actual conditions of the rural community and child personality formation, and could not make longitudinal or follow up studies on how child personality has been formed along with the changing of his circumstances. On the other hand, we characterized the essential features of the rural community in terms of local seclusion, social blockage, economic poverty, and cultural retardation, and we concluded that the personality traits of the rural school children were formed into, what we called, ‘material, concrete mentality,’ ‘stable naiveness of emotion,’ ‘immature sociality’ and ‘passive, inactive behavior.’ Is it valid, however, to generalize so decisively?
Recently, the appearance of the rural community has gradually been changing along with the radical change of the urban community and outer world. The living conditions of the rural people have been rapidly improved, for example, the decrease of the rural village with no electric light, the development of roads and traffic facilities, the spread of television and other media of mass communication, the extension of their life area, and the gradual improvement of their mode of production and so on. In any case, there has surely been an opening of new and bright perspectives to the rural community, though many dark aspects still remain. In such changing condition of rural life, what personality characteristics have really been developing in the children? We wonder if the so-called "rural personality" still remains.

From this standpoint we proceeded to the first step of our investigation into the relations between changing rural community and development of child personality by applying a follow-up or comparative study method, which seemed to be appropriate. Many further problems still remain for future research, but at present we will report on four sub-themes.

QUALITY AND FLUCTUATION IN ACHIEVEMENT IN SCHOOL SUBJECTS OF RURAL CHILDREN:

Rural children's achievement in school subjects relative to their individuality and group members is based upon educational conditions which have as their background the natural and social element in the rural community and the small school. If the conditions of rural education have improved during the past ten years, we can surely assume that the children's achievement has improved with it.

In the present research, we paid special attention to rural children's achievement using group and individual follow up studies conducted over the past ten years. And we examined the situations in which fluctuations take place and the amount. In short, the essence of the results of the studies is described below.

1) There can be seen some improvement in the absolute achievement of rural children, but the difference in the relative achievement between rural and urban children still remains.

2) Such a difference in achievement is the result of educational seclusion. The positive effects of learning in the rural small school can not be found through this kind of follow up survey.

3) The difference in achievement between rural and urban children, which we noticed when they began to go to school, lasts until they enter the higher grades.

4) We tried to analyze the quality of the rural children's achievement by examining this follow up survey, but we can not describe this now. In the future, it will be necessary for us to analyze this in detail by our comprehensive examination.

ON SOME CHARACTERISTICS OF THE LIFE CONSCIOUSNESS OF RURAL CHILDREN AND ITS MODIFICATION OVER TIME

About ten years ago we used an inventory to study the life consciousness of rural children. The areas covered were those concerning 1) their views on superstitions, 2) their community
feelings, 3) their attitudes toward the opposite sex, 4) their views on the purpose of learning, 5) their views on their parents' occupations, and 6) their way of life.

During these ten years, rural districts have changed a great deal in their economical and cultural aspects. Such changes must have considerably affected the life consciousness of rural children. The aim of our present study was to investigate these changes in the same communities by using the same procedure as before.

The findings of the study are as follows:

1. Their views on superstitions:
   1) The number of pupils who know various superstitions has decreased.
   2) The children investigated this time are less subject to superstitions than those in former study.
   3) The tendency mentioned in the item above is more prominent in the pupils of junior high schools than in those of elementary schools.

2. Their community feelings:
   Their inferiority feelings related to rusticity has been much on the ebb. This is especially, so with regard to the members of one group of our subjects, belonging to a 'Pilot Farm' school, who are rather proud of their community.

3. Their attitudes toward the opposite sex:
   There has not been any change in so-called 'predominance of man over woman' tendency.

4. Their views on the purpose of learning:
   The subjects investigated this time are more realistic and practical on this point: they study for the future usefulness of the learning, or as the means of acquiring an occupation.

5. Their views on their parents' occupations:
   In the continuum of 'positive, constructive — negative, regressive', their attitudes toward parental occupation (most of them being in the agricultural field) are inclined to the former pole, and no difference can be seen between the inclination of the subjects of this study and those of the previous study.

6. Their views on their way of life:
   The number of pupils of 'material type' (living for money and comfort), those of 'moral type' (living for integrity and sincerity), and those of 'hedonistic type' (living for sensuous enjoyment) has conspicuously increased in the subjects of this study especially those of the junior high school groups. 2) It is our judgement that this tendency is connected with their views on the purpose of learning.

CHANGES IN PERSONALITY CHARACTERISTICS OF RURAL SCHOOL CHILDREN RESULTING FROM THEIR ATTENDANCE AT THE URBAN LARGER SCHOOL

This pilot study was conducted to examine the changes in personality characteristics of
the rural school children resulting from their attendance at the urban larger secondary school.
The personality changes were investigated from the following five aspects; scholastic records,
the ways in which the pupil views his school life, peer and friendship groups, pupil behavior
ratings by the iteachers, and Y–G Personality Test results.

1) Scholastic records of 457 rural school pupils were collected from their cumulative
records. Generally the results indicate that their ratings are lower than those of the
standard group and that the trends continues in a similar manner over the three grades during
secondary school attendance.

2) The rural pupils (418) and the standard group (525) were investigarted by the use
of a questionnaire with regard to their experiences and feelings about their school life and
peers. The rural pupils appear to have adjusted in a calm, secure, passive and negative
way to learning, their teachers and their school life; they do not display any of the more
striking problem feelings toward the factors than the standard group and nor was there any
change over the three grades.

3) Their personality traits were obtained through the behavior ratings which consisted of
20 paired items and the Y–G Personality Test. On the behavior ratings the rural pupils
were rated less isolated, sad, resistive but not as good in their achievements of school subjects
and not as positive in learning activities as the standard group, in the first and the second
grades; in the third grade the subject pupils were rated strikingly poorer in achievements, negative
in learning activities, more un-sociable, of the non-leadership type, and of the non-popularity type,
etc. That is to say, the personality characteristics of the rural pupils while not conspicuous
in the lower grades, they become clearer in the higher grades. On the Y–G Personality Test,
the rural pupils are of more A–Type and C–Type in the lower grades but this tendency
decreases in the higher grades.

RURAL EDUCATION IMPROVEMENT THROUGH THE 'GUIDE-SYSTEM'

The 'Guide-system' is one of the organizations for group guidance. Two children form
a team which we call a kombi. This team is the nucleus of a group and a unit of classroom
activities. A group which consists of three kombis is provided with a guide as a leader,
and this guide leads the group in all classroom activities and learning.

Through this guide-system we have tried to develop pupil cooperativeness and improve the
effects of indirect guidance in a compound class. In this study we purposed to examine
the changes in personality development of the rural children after our practising the guide-
system for three years. The subjects were 123 Moshiri Primary-Secondary School children,
in Horokanai, Hokkaido. The following tests were administered to them three times to ex-
amine their developmental changes in 1962, 1964, and 1967.

1) Kyoken-siki achievement tests. According to the results, their achievement in school
subjects generally improved.

2) Sociometric tests. The results showed that the psychological distance between the
subjects was reduced and their human relations became more close.
3) The degree of frustration covering 20 items selected from their home lives was investigated. The results showed that the degree of frustration decreased in all grades.

4) According to the responses to a questionnaire on their attachment to their native village, the number of the subjects who wanted to live there has been increasing.

5) The changes in their emotional meaning space were examined by Osgood's semantic differential method. The meaning of six concepts—'school,' 'study,' 'father,' 'mother,' 'home,' and 'assistance of domestic affairs'—moved in the direction of the "likes-axis".

6) The social climate of this community was rated by the teachers, inhabitants, and youths in the Moshiri community. In this rating, opinions were gathered utilizing Stephenson's Q-technique. They all recognized that this community had become more democratic, more active, and more rational each year.

SYMPOSIUM 1

REFLECTION ON EDUCATIONAL PSYCHOLOGY IN POST–WAR JAPAN

Chairman: Mantaro Kido (Hokkaido University of Education)
Discussants: Arata Yoda (Japan Women's College)
Kinju Matsumoto (Tohoku University)
Keisuke Sawada (University of Tokyo)
Aritsune Tsuzuki (Nagoya University)
Yasumasa Miki (University of Tokyo)

At the beginning Chairman, Kido explained the significance of this Symposium. Then the discussants reported on the theme. Here are some of their points.

Yoda: (From general point of view)

The principal cause of the barreness of educational psychology in Japan is that it was imported from U.S.A. and transplanted uncritically without due consideration of the specific conditions prevailing in Japan.

Although educational psychology in its ideal form must be closely connected with educational practice, we should be cautious in applying the various findings to practice. In my opinion, more basic studies should be conducted patiently and steadily for some time to come.

Matsumoto: (From the view point of child psychology and the psychology of adolescence)

Educational psychology in post-war Japan has not been adapted to the contemporary world where opposing social forces are at work. We must try hard to construct our own educational psychology by taking the materialistic-dialectical position.
Educational psychology cannot be fruitless, as it is the dialectical integration of theory and practice.

In studying children and youths developmentally, the following points are especially important.

(1) How to select pure cases.
(2) How to follow up and down the cases.
(3) How to formulate the so-called natural experiment.

Sawada: (From the view point of counseling and school psychology)

Educational psychologists in Japan has been very busy developing various kinds of tests. They, however, have not been interested in applying the results of test performance to the problems of guidance and counseling. Non-directive counseling which was originally developed for the purpose of treating emotional disturbance and mental disorder, should not be used as all-round method.

Educational psychologists should have more active interest in the basic studies on the methods of corrective education and vocational counseling.

Tsuzuki: (From the view point of the psychology of teaching-learning process)

It is a matter of course that in every psychological study the behavior or the response of the subject is seen as 'the response to the experimenter'. In the field of educational psychology, too, the behavior of pupils or students must be regarded as 'the response to the teacher or the experimenter. Without taking this point of view into consideration when conducting any research in teaching-learning process, it will remain fruitless forever.

Miki: (From the view point of the psychology of special education)

It has not been long since the educational psychological studies on handicapped children became popular in Japan.

In the field of special education, as in the other fields of educational psychology in Japan, the cooperation of research workers and practitioners is far from being satisfactory. For the development of special education in near future, research workers in correlated disciplines as well as practitioners must act in union.

Main topics of discussion were as follows:

(1) How to strengthen the relationships between research workers and practitioners.
(2) Problems of the limitations of educational psychology.
(3) Obstacles to progress in the psychology of school subjects.
SYMPOSIUM 2

THE PSYCHOLOGY OF THINKING AND
TEACHING = LEARNING PROCESS

Chairman: Sukezo Nakano (Formerly Tokyo University of Education)
Discussants: Hiroshi Azuma (University of Tokyo)
Takehisa Takizawa (Niigata University)
Kiyoshi Amano (National Institute of Japanese Language)
Kiyoji Sunazawa (Hokkaido University)

At the beginning Chairman Nakano, explained the significance of the Symposium and introduced the discussants. Next the discussants reported on the theme. Here are some of their points.

Azuma: (Mainly from the view point of the psychology of thinking in America and England.) Recently there has been a collaboration between psychologists of cognition and thinking and researchers in education. One of the reasons of this collaboration is that research in learning tends to be made in a process-oriented rather than in a task-oriented fashion. Computer simulation is one of the typical methods used in process orientation. For the further development of psychological research in the teaching-learning process, it is important to introduce the functional concepts of process and to describe the learning process precisely.

Takizawa: (Mainly from the view point of the psychology of thinking in France and Switzerland.) There are two main schools in these regions. One of them is the group of the psychologists using the comparative approach led by P. Oléron. Their fundamental hypothesis is “Thinking develops only on the basis of language”.

The second school takes the genetic-epistemological approach advocated by J. Piaget, Here, emphasis is put on the learners’ activities. Actually however, whether we take the language as the most important variable in the teaching-learning process or not is closely related to the learning materials. Therefore, to develop the psychology of thinking, we should investigate the relationships between the process of thinking and the learning materials.

Amano: (Mainly from the view point of the psychology of thinking in U.S.S.R.) The Soviet psychologists emphasize the role of teaching in the development of thinking. One of their studies, for example, pointed out the fallacy of the notion held often in Western countries, that the lower graders are unable to think logically and abstractly. I strongly hope the findings of these researches will be adopted by this country.

Sunazawa: (Mainly from the view point of instruction.) We have been studying nearly for ten years “The Epistemological Basis of Learning Process.” In this study we have become to convinced that it is very important to select valuable learning materials. From our stand point, the future development of the psychological study of thinking will be secured by the
study of learning materials and the collaboration between psychologists and students of instruction.

An outline of the discussion:

To Iritani's (Tokai University) question about the usefulness of the present theories and concepts of the psychology of thinking, Azuma answered as follows. While they are not useless, they are not sufficient to explain all the problems in teaching-learning process.

Iritani also stated that it is necessary to construct some theories to complement or substitute for the Piagetian theory of cognitive development, instead of mere criticism of it. Relating to Iritani's opinion, Sunazawa reported that P.G. Kostiuk, et. al. in U.S.S.R. are attempting to develop finer theory to stand in place of the Piagetian theory. Amano, however, pointed out that there is a substantial difference between Piagetian theory with its biological inclination and the socio-historical standpoint of development as found among Soviet psychologists.

On the other hand, Hatano (Dokkyo University) would not agree with Amano, and argued that what is needed for us is to establish a system of theories to explain various pieces of experimental evidence. He also criticized the currently prevailing careless usages of the term "thinking".

Lastly, Haga (Kobe University) remarked that it is reasonable to emphasize the importance of the process-oriented conception, but this does not mean a disregard of the task-oriented conception.
REVIEW
RESEARCHES ON MORALITY

Keisuke Sawada, Fumiyuki Ohnishi & Eishun Hashiguchi

University of Tokyo

There have been increased amounts of researches on morality, which can be regarded not only as an internalized standard, but as a special part of personality. Within this definition, a number of references was reviewed.

There were observed four trends in the reviewed researches.

1. The trend derived from Freud and reformed by Hullian learning theory, Searsian, emphasizing the emotional aspect of morality.
2. The trend derived from Piaget, emphasizing the understanding and positive valuing of the standard.
3. The trend derived from Searsian and Bandura-Walters socio-behavioristic learning theory, emphasizing the behavioral or overt aspect of morality.
4. The trend derived from Character Education Inquiry studies and Havighurst et al., emphasizing the behavioral as well as the understanding aspect of morality.

In this paper, three aspects of morality, the understanding, emotional and behavioral aspects, are reviewed and discussed.

The three aspects and their components reviewed and discussed are as follows.

1. The understanding aspect of morality.
   a) moral knowledge and moral belief.
   b) moral judgement.
   c) moral value and moral value orientation.

2. The emotional aspect of morality.
   a) guilt.
   b) shame.
   c) confession.
   d) emotional upset after transgression.

3. The behavioral aspect of morality.
   a) resistance to temptation.
   b) self-monitoring system.
   c) delaying capacity.

4. Their intercorrelations.

With regard to the above subjects the developmental trends and their determining factors inquired were also reviewed.

Some critiques and their implications for the further research were presented.

Because of the limited space the reviewers failed to make implications for the character education, formation and modification in the school and the community.

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